

Literacy Weekly Plan- Authors and Texts: Phillip Pullman		Year 2012	Term 2	Week 2
<p><i>Speaking & Listening Objectives/Drama</i></p> <p><i>1. Speaking</i></p> <ul style="list-style-type: none">• Use a range of oral techniques to present persuasive arguments and engaging narratives• Use the techniques of dialogic talk to explore ideas, topics or issues <p><i>3. Group discussion and interaction</i></p> <ul style="list-style-type: none">• Understand and use a variety of ways to criticise constructively and respond to criticism <p><i>4. Drama</i></p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</p>	<p><i>Reading objectives</i></p> <p><i>8. Engaging with and responding to texts</i></p> <ul style="list-style-type: none">• Read extensively and discuss personal reading with others, including in reading groups• Sustain engagement with longer texts, using different techniques to make the text come alive	<p><i>Writing objectives</i></p> <p><i>6. Word structure and spelling</i></p> <ul style="list-style-type: none">• Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words• Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen <p><i>9. Creating and shaping texts</i></p> <ul style="list-style-type: none">• Set their own challenges to extend achievement and experience in writing• Use different narrative techniques to engage and entertain the reader <p><i>10. Text structure and organisation</i></p> <ul style="list-style-type: none">• Use varied structures to shape and organise texts coherently• Use paragraphs to achieve pace and emphasis <p><i>11. Sentence structure and punctuation</i></p> <ul style="list-style-type: none">• Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways• Use punctuation to clarify meaning in complex sentences <p><i>12. Presentation</i></p> <ul style="list-style-type: none">• Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style• Select from a wide range of ICT programs to present text effectively and communicate information and ideas		
<p>Key Vocabulary: setting, characters, atmosphere, reading journal</p>				
<p>Learning Objective: To complete a reading journal based on ‘Clockwork’ by Philip Pullman.</p>				

Emails for Characters:

Princeflorian1@gmail.com password: clockwork

Dr.Kalmenius@gmail.com password: PPullman

Gretl.WhiteHorseTavern@gmail.com password: gretlgretl

fritz.the.novelist@gmail.com Password: green6KG

Karlaprentice1@gmail.com Password Clockman

Blooms Questioning:

Remembering – *Recalling information, Recognising, Listing, Describing, Retrieving, Naming, Finding*

Understanding – *Explaining ideas or concepts, Interpreting, Summarising, paraphrasing, Classifying, Explaining*

Applying – *Using information in another familiar situation, Implementing, Carrying out, Using, Executing*

Analysing – *Breaking information into parts to explore understanding and relationships, Comparing, Organising, Deconstructing, Interrogating, Finding*

Evaluating – *Justifying a decision or course of action, Checking, Hypothesising, Critiquing, Experimenting, Judging*

Creating – *Generating new ideas, products or ways of doing things, Designing, Constructing, Planning, Producing, Inventing*

MELTABRC:

M What are the websites **Main Points**? *E* What **evidence/examples** does the website provide? *LT* What **language/techniques** does the website use?

A What **assumptions** does the website make? *B* What **biases** does the website show in the presentation of its information? *R* How **relevant** is the information?

C How **credible** is the website? What might be the **consequences** if the reader believed everything presented?

<i>Day</i>	<i>Whole Class/introduction</i>	<i>Activity/Differentiation</i>	<i>Plenary</i>	<i>Resource</i>
<p>One</p> <p><i>L.O: use role play to explore moments when characters change in the story.</i></p>	<p>Sentence: Direct Speech. What are the Success Criteria for direct speech? Children create list on IWB. Children then punctuate passage of direct speech from Clockwork on IWB.</p> <p>Text: Discussion of when a main character changes?</p> <p>In small groups discuss if and how any of the main characters changed in the story if at all? Give each small group one character to discuss (INTERPERSONAL). Share to class.</p> <p>Gretel, Karl and Fritz. (<i>Gretel from being weak to the heroine, Karl regretting his actions, Fritz regretting writing his scary stories</i>)</p> <p>Role play – Act out one scene (where the character changes) in detail. Practice good group work skills.</p> <p><i>*Text available for consulting</i></p> <p>Take a Photo for Reading Journal.</p>	<p>ACTIVITIES:</p> <p>Remembering (BODY/INTERPERSONAL)</p> <p>Children can demonstrate how a character changes using speech and movement.</p> <p>Understanding (BODY/INTERPERSONAL)</p> <p>Children can demonstrate how a character changes using different voices, gestures and movements.</p> <p>Applying (BODY/INTERPERSONAL)</p> <p>Children can demonstrate how the character may have changed if a different course of events had happened in the story. <i>What if Karl had never accepted Sir Iron Soul?</i></p> <p>Analysing (LOGICAL/MATHEMATICAL)</p> <p>Children can deconstruct the exact moments when the characters changed in the story. <i>What was the turning point in the story?</i></p> <p>Evaluating (LOGICAL/BODY)</p> <p>What changes would you make to turn Karl into the Hero? Demonstrate in a role-play.</p> <p>Creating (VERBAL/BODY/INTERPERSONAL)</p> <p>Children devise play where all the good characters are bad and vice versa!</p> <p>SEE SPEAKING and LISTENING PANDAS</p>	<p>Choose a good example of how a character changes and show to class.</p> <p>As a class, complete a Spider Diagram on each of the Main Characters to highlight how they changed in the story.</p> <p>Emailing character. (Teacher responds daily in role)</p>	<p><i>Clockwork</i></p> <p><i>Digital cameras</i></p> <p>http://www.cholastic.co/browse/col ral.jsp?id=6_type=Book_typeId=374</p> <p>clockwork discussion guide - brilliant</p>

Phase 3: Exploring characters and their conflict and dilemmas through writing and other communication media, and recording outcomes in the reading journal (2 days)

<p>Two</p> <p><i>L.O: To write an eye-witness report of an important moment (in Clockwork)</i></p>	<p>Sentence: Reported and Direct Speech. <i>What is the difference between direct and reported speech?</i> Children complete table on IWB and then identify reported and direct speech sentences. Children then write their own sentences on WBs, imagining they are servants at the castle.</p> <p>Text:</p> <p>Discuss the themes in the story (bravery, heroines, selfishness, terror, failure, success, desires) . Which parts of the story show us these themes clearly?</p> <p>Model writing an Eye Witness Report. Teacher takes an incident and model writing the beginning of an eye witness account.</p> <p>ACTIVITIES:</p> <p>Remembering (VISUAL/SPATIAL)</p> <p>Children imagine they are an eye-witness when Prince Florian came home, on back of sledge with Prince Otta, with his arm thrashing. On GRAPHIC ORGANISER - BRAINSTORMING recall the sights, sounds and feelings from that day.</p> <p>Understanding (VERBAL/LINGUISTIC)</p> <p>Children imagine they are an eye-witness at an important event in the story and describe exactly what happened.</p> <p>Applying (VERBAL/LINGUISTIC)</p> <p>Children imagine they are an eye-witness to the event or incident. Fill in the eye-witness report as if they were giving a statement to the police. They must use reported speech and direct speech at least once.</p> <p>Choose one of the moments from below:</p> <p>When Prince Florian came home, on back of sledge with Prince Otta, with his arm thrashing. (writer is a servant in the castle)</p>	<p>Complete one Bloom's activities – appropriate to level</p>	<p>Emailing character. (Teacher responds daily in role)</p> <p>Share good examples of an eye-witness report.</p>	<p><i>Eye Witness Report</i></p>
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	<p>When Fritz is reading the story in the pub and Dr Kalmenius arrives. (writer is a member of the town)</p> <p>When the unveiling of the new clockwork piece happens and the two children are first witnessed. (Writer is a member of the crowd)</p> <p>Analysing (LOGICAL/MATHEMATICAL)</p> <p>Children imagine that they are an eye-witness to an important event in the story. What are all the possible outcomes that could have developed as a result of the incident. Use a GRAPHIC ORGAISER – CAUSE & EFFECT to record ideas.</p> <p>Evaluating (VERBAL/LOGICAL)</p> <p>Children imagine they are an eye-witness when Prince Florian came home on the back of the sledge with Prince Otta. Have a debate about what happened. One side believes that Prince Otta was dead, the other side say it is impossible! Spend 5 minutes collecting opposing views on a GRAPHIC ORGANISER – COMPARE/CONTRAST</p> <p>Creating (MUSICAL)</p> <p>Children compose a song entitled: The Life of Prince Otta. Include details of how the Prince came into the town like a mad man and how it was later learnt that he was able to drive his horse (clockwork heart).</p>			
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<p>Three</p> <p><i>L.O: to write a recount from another characters' perspective.</i></p>	<p>Text:</p> <p>Hot seat Sir Iron Soul and get his 'side of the story'.</p> <p>Discuss as a class how you would write a story from his perspective.</p> <p>Review features of a recount on IWB</p> <p>ACTIVITIES:</p> <p>Remembering (VERBAL/LINGUISTIC)</p> <p>Children list everything they can remember about Sir Iron Soul from the hot seating. Make an acrostic poem about Sir Iron Soul.</p> <p>Understanding (VERBAL/LINGUISTIC)</p> <p>Children write a recount from the perspective of Sir Iron-soul.</p> <p>Applying (VISUAL/SPATIAL)</p> <p>Make up a puzzle game about Sir Iron Soul. Include details of how he felt at various crucial parts of the story.</p> <p>Analysing (LOGICAL/MATHEMATICAL)</p> <p>Children compare and contrast how Sir Iron Side was portrayed in the story and how he actually felt. Present findings in a Venn diagram.</p> <p>Evaluating (LOGICAL/MATHEMATICAL)</p> <p>Write a set of criteria for evaluating a recount from another characters' perspective. Write recount of story from Sir Iron Soul and then evaluate own writing.</p> <p>Creating (VERBAL/LINGUISTIC)</p> <p>Re-write the section of the story of Sir Iron Soul in the Tavern from the perspective of Sir Iron Soul. Remember to include the features of a good narrative.</p>	<p>Complete one Bloom's activities – appropriate to level</p>	<p>Emailing character. (Teacher responds daily in role)</p> <p>Share examples of good understanding of the perspective of Sir Iron Soul</p>	<p>Features of recount on IWB</p>
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Phase 4: Evaluating the use of the reading journal (1 day)

<p>Four</p> <p><i>L.O: to review their reading journal</i></p>	<p>Sentence: Direct and Reported Speech. Children complete table on IWB, converting direct to reported speech and vice versa.</p> <p>What is wrong with the speech in the paragraph from Clockwork?</p> <p>Text: Send an email as a class to Phillip Pullman or post to his website.</p> <p><i>As a class discuss questions on IWB:</i></p> <ul style="list-style-type: none"> - What activity did they most enjoy over the last 3 weeks and why? - What was one surprising fact they found out about Pullman? - What activity was the hardest and why? - What activity would they like added next year? <p>Then as a class they will email Phillip or post to the discussion forum part of his website:</p> <p>http://www.philip-pullman.com/q_a.asp</p> <p>http://www.philip-pullman.com/forum/index.php</p> <ol style="list-style-type: none"> 1. What have they learnt about Phillip Pullman? 2. What did they like/dislike about Clockwork? 3. What kind of book would they like to see him write next? 4. Use MELTABRC to analyse effectiveness of the website and encourage critical thinking. <p>http://www.triv.net/html/Quiz5/quiz8617.shtml</p> <p>Complete quiz about the book</p>	<p>ACTIVITIES:</p> <p>Remembering (VERBAL)</p> <p>Write a learning log – what you have gained or learnt from the book? What was your favourite part of the book? Why?</p> <p>Understanding (VERBAL)</p> <p>Write a set of true or false questions about the book.</p> <p>Applying (VERBAL)</p> <p>Write a radio advertisement for Clockwork telling people why they should buy it. Refer to title and author.</p> <p>Analysing (VERBAL)</p> <p>If you met one of the characters from Clockwork, what 5 questions would you most like to ask them? List them.</p> <p>Evaluating (VERBAL)</p> <p>Write a letter to someone recommending they read your book – give reasons why.</p> <p>Creating (VERBAL)</p> <p>Design a set of test questions that the teacher might give to someone who has read this book (remember to include Inferential, deductive and evaluative). Include an answer sheet.</p>	<p>Share reviews with each other.</p> <p>Use a PIN CHART to analyse and evaluate the unit.</p> <p>LOGICAL</p> <p>Children present their Reading Journals to a partner.</p> <p>INTER-PERSONAL</p>	<p>Book laptops do quiz class.</p>
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<i>Guided Reading Day</i>	
<i>Spelling Handwriting</i>	<p>HW: To write a book review on Clockwork 2 weeks:</p> <p>They can publish on: http://www.storiesfromtheweb.org/joinin/review/review-index.htm</p> <p>Cool Reads: http://www.cool-reads.co.uk/ework:</p> <p>http://www2.scholastic.com/browse/collateral.jsp?id=1006_type=Book_typeId=3749</p> <p>clockwork discussion guide - brilliant help</p> <p>http://www.scholastic.com/titles/features/fantasy/clockwork_rrr.asp</p> <p>scholastic webpage - student reviews</p> <p>http://www.scholastic.com/titles/features/fantasy/clockwork.htm</p> <p>synopsis and review</p> <p>Use MELTABRC to analyse the effectiveness of the websites and encourage critical thinking.</p>

Groups	Session 1 – 30mins	Session 2 – 30mins	Session 3 - 30mins	Resources
1	<p>I Listening Post: (MUSICAL/VISUAL)</p> <p>Listen to continuation of Phillip Pullman Northern Lights CD.</p> <p>Continue to add details of the story to GRAPHIC ORGANISER.</p>	<p>LS Spelling/Word/Sentence Activity (VERBAL)</p> <p>Complete: 'I wonder' Developing Literacy: Sentence Structure and Punctuation. P28.</p> <p>Children complete sentences where one thing depends on another.</p> <p>EXT – Children write 6 more sentences using if or whether.</p>	<p>T Guided Reading (VERBAL/LOGICAL)</p> <p>Complete Reading "Puss in Boots" By Phillip Pullman.</p> <p>Assessment Lesson: AF6 (identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader), AF7 (relate texts to their social, cultural and historical contexts and literary traditions)</p> <p>Ask AF6 & AF7 questions, record on Assessment Sheet</p> <p>If time: Complete character Venn Diagram on two characters from Puss in Boots . Use the pictures as a stimulus for their writing</p>	<p>P55 Cornerstone Pupil Book</p> <p>Developing Literacy: Sentence Structure and Punctuation. P28</p>
2	<p>LS Guided Reading (VERBAL/LOGICAL)</p> <p>Continue Reading "The Firework-Makers Daughter" By Phillip Pullman. Complete up to Chapter 8</p> <p>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p> <p>Complete a Character Venn Diagram for own choice of two characters from the Firework-Makers Daughter" By Phillip Pullman.</p>	<p>TA Spelling/Word/Sentence Activity (VERBAL)</p> <p>Complete: 'I wonder' Developing Literacy: Sentence Structure and Punctuation. P28.</p> <p>Children complete sentences where one thing depends on another.</p> <p>EXT – Children write 6 more sentences using unless.</p>	<p>I Listening Post: (MUSICAL/VISUAL)</p> <p>Listen to continuation of Phillip Pullman Northern Lights CD</p> <p>Continue to add details of the story to GRAPHIC ORGANISER.</p>	<p>P55 Cornerstone Pupil Book</p> <p>Developing Literacy: Sentence Structure and Punctuation. P28</p>
3	<p>TA Guided Reading (VERBAL)</p>	<p>T Guided Reading (VERBAL)</p>	<p>LS Spelling/Word/Sentence Activity</p>	<p>P55 Cornerstone Pupil Book</p>

	<p>Phillip Pullman</p> <p>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p> <p>Teacher to discuss setting of story and the main characters involved.</p>	<p>Phillip Pullman</p> <p>Assessment Lesson: AF6 (<i>identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i>), AF7 (<i>relate texts to their social, cultural and historical contexts and literary traditions</i>)</p> <p>Ask AF6 & AF7 questions, record on Assessment Sheet</p> <p>If time SCAMPER the story.</p>	<p>(VERBAL)</p> <p>Complete 'If...' Developing Literacy: Sentence Structure and Punctuation. P29.</p> <p>Change auxiliary verbs to could, should or would.</p> <p>EXT – Children write 6 more past sentences using if, whether or unless.</p>	<p>Developing Literacy: Sentence Structure and Punctuation. P2'</p> <p>SCAMPER worksheet</p>
4	<p>T Spelling/Word/Sentence Activity</p> <p>(VERBAL)</p> <p>Complete 'If...' Developing Literacy: Sentence Structure and Punctuation. P29.</p> <p>Change auxiliary verbs to could, should or would.</p> <p>EXT – Children write 6 more past sentences using if, whether or unless.</p>	<p>I Listening Post: (MUSICAL/VISUAL)</p> <p>Listen to continuation of Phillip Pullman Northern Lights CD</p> <p>Continue to add details of the story to GRAPHIC ORGANISER.</p>	<p>TA Guided Reading (VERBAL)</p> <p>Read "Once Upon a Time in the North"</p> <p>Teacher to discuss setting of story and the main characters involved.</p> <p>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p> <p>If time SCAMPER the story.</p>	<p>P55 Cornerstone Pupil Book</p> <p>Developing Literacy: Sentence Structure and Punctuation. P2'</p> <p>SCAMPER worksheet</p>